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ABSTRACT

The document traces the activities of the five-week summer institute which provided training for 96 teachers, primarily of migrant and disadvantaged adults in Adult Basic Education. The program activities emphasized: (1) Reading instruction for disadvantaged adults; (2) English as a second language; (3) Motivation and retention of adult learners; (4) Curriculum development; and (5) An IOTA (Instrument for the Observation of Teaching Activities) workshop on evaluation of teaching effectiveness. Personnel qualifications and organizational procedures are described and the content and activities of the IOTA workshop sessions outlined. Participant characteristics and results of a participant questionnaire evaluating the institute activities make up a large part of the document. Eleven key questions with the tabulated responses are presented. A 40 page appendix includes samples of correspondence and the following institute data: (1) A reaction inventory form; (2) Participants weekly log sheets; (3) Consultants evaluation sheet; and (4) On-site followup discussion. (MW)

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U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

FINAL REPORT

ADULT BASIC EDUCATION
SUMMER READING INSTITUTE
ARIZONA STATE UNIVERSITY

JUNE 8, 1970 - JUNE 7, 1971

Grant Number OEG-0-70-3552(323)

The Project reported herein was supported by a grant from the U.S. Department of Health, Education and Welfare, Office of Education

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ADULT BASIC EDUCATION
READING INSTITUTE

June 8, 1970 - June 7, 1971

Arizona State University
Tempe, Arizona

Office of Education Grant Number, OEG-0-70-3552(323)
Adult Education Act of 1966, Section 309.

The Project reported herein was supported by a grant from the
U. S. Department of Health, Education, and Welfare, Office of Education.

CONTEXT

Geographically, Arizona is located in the southwestern migratory stream as it branches westward from southern Texas through New Mexico and Arizona and on to California in a northerly direction to the states of Washington and Oregon.

Since the main stream of migrants in the state of Arizona crosses the central portion of the state in populous Maricopa County, Arizona State University is centrally located to the three main streams of migrants. Further, A. S. U. is located near the heart of the major metropolitan areas in Maricopa County where many of the disadvantaged adults reside, and it is contiguous to several currently operating Adult Basic Education programs.

Because there is a stable population of disadvantaged adults and a large number of migrants moving through this state, there was a tremendous need to provide teachers, who are adequately trained to upgrade the caliber of instruction so that the migrant will become a part of the "main stream" of our society and not to, hopefully, continue in the "migrant stream" to despair.

Since there were a number of adult education programs in the rural and metropolitan areas, with teachers who have had little or no training in adult education, this institute did provide them with many of the necessary knowledges and skills to bring their levels of instruction to a quality basis.

Prior to 1964, Arizona was an agricultural state, but as a result of automation, seasonal and farm workers have found themselves in a poor bargaining position for employment. In 1963, Epstein reported that 100,000 migrants, primarily Mexican-Americans, went to the western states and to the Pacific Coast. (Leonore Epstein, "Migratory Farm Workers," Social Security Bulletin, XXVI, 5 May 1963,

pp. 10-11). This is further substantiated by James Nix who reported that about 90,000 persons leave the Texas Stream with some going to the Far West -- California, Oregon, and Washington (Ralph Segalman, "Army of Despair: The Migrant Worker Stream," Educational Systems Corporation, p. 3). Reports also show that approximately 30,000 to 35,000 migrants move from southern to northern California in the migrant stream. (Ibid p. 5). Because of this, many seasonal and farm workers have moved to urban areas only to be faced with a lack of job opportunities because of inadequate education.

Not only was this institute concerned about the seasonal and farm workers, but also with the unemployed and underemployed adults who were trapped in a rapidly moving urban technological society. Although a large proportion of farm laborers are still migratory, an effort was exerted to assist these people into the main stream of society by providing an education as a bargaining force to open the doors to employment.

PROGRAM DESCRIPTION

Scope of the Program

The purpose of this proposal was to provide a 5-week summer institute for the training of teachers primarily of migrant and disadvantaged adults in Adult Basic Education. A total of 96 participants was in the program. Six of the 96 were visitors from Chicago, Illinois and were not recipients of any funds.

The major emphasis in this program was: (1) to train teachers to become more effective in teaching reading to disadvantaged adults, (2) to train teachers to become more effective in teaching English as a second language, (3) to train teachers to utilize various strategies in motivating and retaining the adult learner, (4) to train teachers to develop flexible curricula for the target population, and (5) to conduct an IOTA (Instrument for the Observation of Teaching Activities) workshop on the evaluation of teaching effectiveness. The latter was intended to zero in on the specific needs of the local area and to provide skills and information that would extend beyond the geographical area of this institution. This was accomplished by developing a syllabus and video tapes and through training in small group seminars conducted by participants in local in-service training programs in the other project programs in the western states.

In order to expedite the training of teachers, a total approach was instituted to preclude the elements of possible failure by emphasizing only one area of concern such as reading. This is not to imply that reading is not a basic skill, but to emphasize the inextricable relatedness of these areas to adult basic education. An institute of this nature would be remiss if reading were taught with little or no attention given to English as a second language, with aspects of curriculum relegated to a lesser position or minority cultural contribution deleted from the academic framework, when this area may be the positive aspect that may motivate and

assist to retain the adult learner. Further, the vital importance of any teacher-training program is to ascertain effective criteria from which evaluations could be made and to develop evaluative skills so that individual teachers would become more effective in their respective programs.

The over-all philosophy of the Reading Institute in Adult Education was to train and prepare teachers in Adult Basic Education to become effective catalysts in promoting educational opportunities for migrants and disadvantaged adults.

While it was not believed possible to develop adult education specialists in the vital areas in a five-week institute, it was possible to provide the participants with a high caliber of instruction in an intensive institute so that they become more effective in teaching the disadvantaged adult.

The primary and specific objective was:

A. To train teachers to become more effective in teaching reading to the disadvantaged adult.

The secondary objectives were:

B. To train teachers to become more effective in teaching English as a second language.

C. To train teachers to utilize various strategies in motivating and retaining the adult learner.

D. To train teachers to develop effective flexible curriculum for the target population.

E. To conduct a week long IOTA Workshop on the evaluation of teaching effectiveness.

1. To examine principles and philosophies underlying criteria for teaching excellence.
2. To analyze processes of measurement and evaluation including consideration of both theory and practice.

3. To develop skill in observing, recording, and evaluating data collected in classroom observations.
4. To develop skill in objective observation of teaching activities including the pre-observation conference, classroom observation, and post-observation conference.
5. To explore the processes for developing evaluation and observation instruments.
6. To develop skill in interviewing teachers concerning teaching activities and responsibilities and factors concerning improvement of teacher effectiveness.
7. To increase skills of self-evaluation of teaching procedures and teaching effectiveness.*

F. To make teachers cognizant of the psycho-social dimensions of disadvantaged adults.

G. To make teachers cognizant of the cultural contributions of ethnic groups.

H. To train teachers to develop expertise in small group seminars so that they, upon their return, could disseminate information and conduct small in-service workshops for their programs.

I. To develop a firm commitment to provide the best instruction commensurate with the needs of the disadvantaged.

J. To develop, explore, review and critique materials.

K. To observe classrooms of adults being taught by competent teachers in various field laboratories.

*R. Merwin Deever, Howard Demeke, and Raymond Wochner, The Evaluation of Teaching Effectiveness, Arizona State University Publication, Bureau of Educational Research and Services, p. 2.

L. To give the participants an opportunity in micro-teaching and immediate feedback prior to the field laboratory experience.

M. To video tape key demonstrations, presentations, and lectures, for future use.

N. To provide an opportunity for each participant to teach adults in small groups in a field laboratory experience in teaching reading and English as a second language.

O. To share experiences, approaches, techniques and methods with each participant.

P. To compile a syllabus which will include materials, prices, strategies, keynote addresses, or lectures, methods, approaches, techniques, systems, bibliographies and lesson plans for each participant.

Q. To make teachers aware of the importance of using resources available in the community.

R. To train teachers to make effective visual aids that will enhance their instructional techniques.

PERSONNEL

Consultants (Part-time)

The Adult Basic Education Summer Reading Institute employed 23 consultants to teach the instructional aspects of the program. Each consultant was considered an authority in his area, either nationally or regionally. Since the institute had a large number of participants (96), three consultants were generally employed in each major area for each week of the institute. Each consultant devoted full time during his week and/or days with the institute.

Administrative Staff

A full time Director assumed the responsibility for coordinating all phases of the program and participated in the recruitment of consultants as well as routine administrative responsibilities.

A full time Associate Director assumed the responsibility of assisting the Director in all phases of the institute.

A part time Administrative Assistant served as instructional program coordinator and participated in the selection of consultants and participants.

Five graduate assistants served as supervisors of the small and large group sections. They supervised production of the syllabus, micro-teaching, discussion groups and video taping.

Three audio visual personnel supervised the production of all A-V materials for the consultants and participants. In addition to this responsibility, they demonstrated and taught the participants how to produce effective A-V aids.

One full time secretary was employed during the participant contact period and shortly thereafter. During the institute follow-up period one part-time secretary assisted with the follow-up activities.

QUALIFICATIONS FOR CONSULTANTS

Instructors (6) IOTA

1. Certified as IOTA instructors.

Instructors (3) Reading

1. M.A. or Doctorate
2. College or university experience preferred
3. Experience in teaching reading to the disadvantaged or has served as a reading specialist in a poverty program.

Instructors (3) Teaching English as a Second Language

1. M.A. or Doctorate
2. College or university experience in teaching English as a second language or extensive experience in working with migrant adults.
3. or has taught English as a second language in a poverty program for at least three (3) years.

Instructors (3) Curriculum Development

1. M.A. or Doctorate
2. College or university teaching experience
3. Experience in working with disadvantaged adults as a teacher, supervisor, coordinator, and/or as a consultant.
4. Experience in curriculum development.

Instructors (3) Motivation and Retention

1. M.A. or Doctorate
2. Experience in Educational Psychology and Learning Theory
3. Experience with materials related to above
4. College - university teaching in courses pertaining to motivation, retention and learning theories.

Instructors (3) Minority Cultural Contribution

1. M.A. or Doctorate
2. Knowledge of ethnic cultural background
3. Experience in sociology, anthropology or history
4. Experience working with the disadvantaged.

PROCEDURES

Organizational Details

This report covers the five week on-site program at Arizona State University which commenced June 8, 1970, and terminated on July 10, 1970 and the eleven month follow-up activities which were conducted by consultants visiting the participants and their programs.

During the five week on-site instructional period, each participant turned in a weekly log in which he evaluated each consultant that he had contact with that week. (See Appendix). The data obtained from each week's evaluation and the consultant's evaluation by the participants afforded the administrative personnel insight relative to various program modifications that were necessary to refine the institute activities.

During the follow-up period of the institute, a Reaction Inventory was sent to all the participants to ascertain their needs and to re-evaluate key areas of the institute. This information contributed to scheduling on-site visitation and to providing the information and/or assistance each participant requested (See Appendix for Reaction Inventory).

The on-site visitations with participants provided the consultants insight relative to the institute. In addition to visitations, observations, and discussions, each participant was requested to respond to the On-Site Follow-Up Discussion. (See Appendix).

After the on-site visitations, a Mini Institute was conducted at Arizona State University on April 17, 1971. Previous data from the participants indicated needs in two major areas for additional information -- (1) Teaching English as a Second Language, and (2) Teaching Reading to Adults.

ACTIVITIES

The following is a weekly breakdown of the various activities engaged in during the Institute. The weekly schedules are included also. The first week, IOTA Workshops, is outlined in detail to show the depth of the Institute for that one week period of time.

FIRST WEEK

CONTENT OF THE IOTA WORKSHOP SESSIONS

Course content and class work included:

1. Examination of criteria for teaching excellence--"Six Areas of Teacher Competence" which has been approved by NEA, NCATE, NCTE and APA.
2. Examination of principles upon which criteria and standards for teaching excellence are based.
3. Review of current research and practice as reported in pro-fessional journals and encyclopedias of educational research and other writings concerning teacher evaluation.
4. Critical study and analysis of the Instrument for the Observation of Teaching Activities (IOTA).
5. Study of the scientific method as applied to observing, recording, measuring and evaluation teaching activities.
6. Practice in observing, recording, and evaluation teaching activities using filmed actions with the objective or refining these skills to a high performance level.
7. Pre- and post-observation conferences with the classroom teachers in "live classroom" situations.
8. Practice in interviewing teachers concerning teaching activities and other professional responsibilities.
9. Development of items for scales for an evaluation instrument.
10. Development of scale descriptions for an evaluation instrument.
11. Discussion groups focusing upon the following topics:
    A. Teachers' responsibility for evaluation programs.
    B. Teachers' responsibility for self-evaluation.
    C. Teacher-Project Director teamwork in improvement of teaching effectiveness.

12. Analysis of programs and instruments for teacher evaluation currently in use in educational institutions and school districts throughout the United States.
13. Exploring means for developing programs and procedures for evaluating teaching effectiveness in individual projects--the implementation of instruments and workshops for evaluation of teaching effectiveness.
14. Critique of workshop procedures and effectiveness.

ACTIVITIES INCLUDED IN THE WORKSHOP SESSIONS

Each participant in the workshop sessions had an opportunity to participate in the following activities:

1. Large group sessions.
   - A. orientation meetings
   - B. film training
   - C. progress reports from small groups
   - D. analysis of evaluation process
   - E. lectures and lecture discussions
   - F. summary of workshop sessions
   - G. role playing

2. Small group sessions.
   - A. critique filmed classroom action
   - B. examine evaluation programs and instruments
   - C. analyze appraisal process
   - D. propose evaluation procedures for individual districts
   - E. develop items for scales
   - F. develop scale descriptions
   - G. critique items in evaluation instrument

H. role playing

I. evaluate the workshop

3. Film training sessions.

A. view films of classroom activities and record observations (anecdotal data).

B. develop scientific skills:

a. observation

b. data collection

c. evaluation

C. discuss filmed actions critically

D. score in groups; compare scores

E. score individually; compare scores

F. resolve differences in philosophy; in procedure

G. use 10 second modules for developing observation skills

4. Classroom observations.

A. confer with teachers (pre- and post-observations)

B. visit classrooms in session

C. collect data

D. compare notes within groups

E. score as a group

F. score individually; compare notes

5. Teacher conferences.

A. pre-observation conference with teachers before each classroom observation.

B. post-observation conference with teachers following each classroom observation

C. purpose of teacher-observer conference and observations

D. responsibility of observer and of teacher in observer-teacher conference

E. procedures for conferencing: positive and helpful attitude, seek information from teacher

6. Interview sessions.

A. develop skills in interviewing to obtain relevant data

B. develop skills in observing interview while recording data

7. Individual activities.

A. engage in library study including assignments to obtain research data

B. develop items for scales

C. develop scale description

D. prepare and share beliefs of readings and research

After the first week, the morning schedules included lectures, demonstrations, methodology, techniques, approaches, and strategies for teaching adults. The afternoon sessions were devoted to laboratory, workshops, materials, microteaching, practical field experience with adults in local programs, A-V media, syllabus preparation, and evaluations.

On Friday of each week, the participants received instructions on small group seminars for in-service training for their programs.

A-V Media

Participants were trained to develop A-V aids that will enhance the instructional procedure. After the morning sessions, the participants actually made A-V aids, such as transparencies, charts, etc.

Small Group Seminars

Participants were trained to conduct in-service workshops for their programs in the key areas of this institute, primarily in teaching reading to adults, teaching English as a second language, and in curriculum development.

Micro-teaching

After some training in the key areas, participants had an opportunity to be video taped in the teaching process before a small group of participants with the instructor serving as a critic.

Field Experience (Practicum)

After the participants acquired some skill in the two key areas, teaching English as a second language and teaching reading to adults, they did obtain field laboratory experience by teaching adults on a one-to-one basis in small groups in current programs in the area.

Syllabus

All participants assisted in developing a practical ABE syllabus covering the key areas of the institute--keynote lecturer, materials, prices, strategies, methods, approaches, techniques, systems, bibliographies and lesson plans in the key areas.

Workshop (Materials)

During the general workshop time, each participant had an opportunity to develop materials, research vital areas, share ideas, and develop lesson plans.

Each afternoon experience was supervised by the morning instructional staff and graduate assistants.

Evaluation

On Friday, during the entire institute, the participants were asked to evaluate the institute to that point. During the final session on Friday of the last week, an over-all evaluation was conducted.

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First Week June 8th (Monday) - June 12th

8 a.m. - 4 p.m.

IOTA WORKSHOP

Monday	The Evaluation of Teaching Effectiveness
Tuesday	The Evaluation of Teaching Effectiveness
Wednesday	The Evaluation of Teaching Effectiveness
Thursday	Field Experience
Friday	Field Experience

Second Week June 15th - 19th

9 a.m. - Noon

Monday	Teaching English as a Second Language
Tuesday	Teaching English as a Second Language
Wednesday	Teaching English as a Second Language
Thursday	Teaching English as a Second Language
Friday	Teaching English as a Second Language

1 p.m. - 4 p.m.

Monday	Lab - Workshop Materials
Tuesday	Lab - Micro Teaching, Syllabus
Wednesday	Lab - Field Experience
Thursday	Lab - Media AV
Friday	Evaluation and small group seminar technique

Third Week June 22nd - 26th

9 a.m. - Noon

Monday	Teaching Reading to Adults
Tuesday	Teaching Reading to Adults
Wednesday	Teaching Reading to Adults
Thursday	Teaching Reading to Adults
Friday	Teaching Reading to Adults

1 p.m. - 4 p.m.

Monday	Lab
Tuesday	Practicum Field Experience
Wednesday	Practicum Field Experience
Thursday	Syllabus and Media
Friday	Evaluation and small group seminars

Fourth Week June 29th - July 3rd

9 a.m. - Noon

Monday	Motivation and Retention of the Adult Learner
Tuesday	Motivation and Retention of the Adult Learner
Wednesday	Cultural Contributions of Minorities
Thursday	Cultural Contributions of Minorities
Friday	Cultural Contributions of Minorities

1 p.m. - 4 p.m.

Monday	Lab Workshop Materials
Tuesday	Lab Micro-Teaching, Syllabus
Wednesday	Field Experience
Thursday	Lab Media AV
Friday	Evaluation and small group seminars

Fifth Week July 6th - 10th

9 a.m. - Noon

Monday	Curriculum Development
Tuesday	Curriculum Development
Wednesday	Curriculum Development
Thursday	Curriculum Development
Friday	Curriculum Development

1 p.m. - 4 p.m.

Monday	Lab Materials
Tuesday	Field Experience
Wednesday	Field Experience
Thursday	Media AV and Syllabus
Friday	Evaluation and small group seminars

Instructional Equipment and Materials

Each consultant selected for the institute developed and/or adapted his materials for teachers of the target area population. These materials were utilized throughout the instructional sequence of the program for the various areas considered.

Each section of participants and sub-sections developed materials appropriate for their particular programs. In addition to individual and group needs, the institute developed and published a 286 page syllabus and the IOTA proceedings. The syllabus covered key addresses, lectures, demonstrations, lesson plans, and miscellaneous information applicable to teachers in Adult Basic Education.

Video tape recorders and monitors were the key equipment used in the program. Some use was acquired from tape recorders, cameras, and overhead projectors.

The above-mentioned equipment was used to enhance instructional procedures of key lectures and demonstrations by consultants. Video tapes were made of the key group lectures and demonstrations and were used also in micro-teaching situations in the afternoon as the participants adopted techniques, strategies and approaches from the lectures and demonstrations that were conducted that morning.

Community Involvement

The community was involved on a limited basis because of the regional aspect of the program which included nine western states. The major involvement locally came through the efforts of the state Migrant Opportunity Program. Since this was a cooperative effort with the University, MOP and the state Adult Basic Education Office, the local involvement was limited to these agencies. However, through the local MOP Director and the other state directors of the nine western states, a better sense of direction relative to the instructional program was provided.

BUDGET*

Funds for the Adult Basic Education Summer Reading Institute were acquired from the U. S. Office of Education for Teacher Training under Section 309(c) of the Adult Education Act of 1966, P. L. 89-750, as amended. Additional funds, $2,100.00, were acquired from Educational Systems Corporation, Washington, D. C., with the approval of USOE, ESC and OEO, to assist in implementing the IOTA Workshop the first week.

The total allocation for the program was $110,000.00* for the participant on-site contact and follow-up activities for 90 participants from nine states over a 12-month period.

The initial "start up" cost was approximately $5,000.00 for materials, printing, communications and supplies. "Continuation" cost to implement the program for the on-site program and follow-up was approximately $92,000.00 for one year's duration. Indirect cost amounted to $7,760.79.

The average cost per participant was approximately $1,155.00. This was arrived at by taking the total cost of the institute for the one year program and dividing this figure by the number of participants (90).

The amount of remaining funds totaled $5,229.32.

*See attached.

FINAL EXPENDITURE REPORT

Personnel Salaries	26,330.05	
Employment Services & Benefits	978.53	
Travel	4,898.42	
Required Fees	315.00	
Communication Costs	368.28	
Supplies, Printing & Printed Materials	4,081.50	
Stipends	33,675.00	
Dependency Allowance	18,375.00	
Participant Travel Costs	7,988.11	
TOTAL FEDERAL DIRECT COSTS		97,009.89
Indirect Costs		7,760.79
TOTAL FEDERAL FUNDS EXPENDED		$104,770.68

EVALUATION

The following is a breakdown of the participants' ratings of each week's activities of the Institute.

Weeks

1. Iota Workshop (Evaluation of Teaching Effectiveness)
2. Teaching English as a Second Language
3. Teaching Reading to Adults
4. Motivation and Retention of the Adult Learner and Cultural Contributions of Minorities
5. Curriculum Development

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PARTICIPANTS WEEKLY LOG

Week I.	Superior	Excellent	Good	Fair	Poor
Instruction	26	52	8	-	2
Demonstrations	23	40	15	2	-
Field Experience	22	31	21	4	3
Small Group Seminar	14	38	29	1	1
Micro Teaching	4	18	21	3	3
Media A V	10	24	31	2	1
Syllabus Preparation	2	19	22	4	1
Other	7	4	2	1	2
Week II.					
Instruction	13	34	20	6	3
Demonstrations	13	29	26	3	2
Field Experience	4	9	7	2	6
Small Group Seminar	5	33	16	9	6
Micro Teaching	10	26	10	3	5
Media A V	7	31	19	3	5
Syllabus Preparation	4	25	20	3	3
Other	4	4	2	2	-
Week III.					
Instruction	22	40	12	2	-
Demonstrations	24	29	17	4	1
Field Experience	11	8	4	1	2
Small Group Seminar	16	26	10	6	2
Micro Teaching	4	12	6	3	1
Media A V	20	22	6	7	3
Syllabus Preparation	13	22	13	3	-
Other	9	8	1	-	-

Week IV	Superior	Excellent	Good	Fair	Poor
Instruction	31	31	6	4	1
Demonstrations	26	29	11	2	-
Field Experience	6	23	13	2	-
Small Group Seminar	7	21	11	1	1
Micro Teaching	1	7	3	0	3
Media A V	20	25	11	-	-
Syllabus Preparation	8	20	11	1	1
Other	8	4	1	-	2
Week V					
Instruction	-	7	9	-	-
Demonstrations	1	6	8	2	-
Field Experience	-	2	2	1	-
Small Group Seminar	2	4	7	3	1
Micro Teaching	1	3	3	-	-
Media A V	4	11	2	1	-
Syllabus Preparation	1	12	3	1	-
Other	2	2	1	-	-

CRITERIA FOR SELECTION

The 90 participants who were accepted were those who most satisfactorily fulfilled the following criteria:

A. Citizens of the United States

B. No age restriction

C. Applicants, at time of application, had to be employed in a teaching capacity by a project which was providing adult basic education to migrant adults or anticipate pursuing the teaching profession.

The applicants for the institute had to be located in the following states:

Arizona

California

Idaho

Nevada

New Mexico

Oregon

Texas

Utah

Washington

D. A suitable letter, including reasons for recommendation, had to be written by the Project Director and forwarded, under separate cover, to the Institute Director, arriving before the deadline.

E. The applicant, if he was currently teaching, was to agree to return to his position for at least a period of six months. A signed statement to this effect had to be mailed with the application.

This did not apply to applicants who were preparing to teach.

F. Applicants had to demonstrate continuing interest in improving programs in adult education programs.

G. Applicants had to demonstrate judgment, maturity, and professional and personal effectiveness in working with migrant adults.

H. Preference was given to applicants who held a bachelor's or master's degree. However, undergraduates fulfilling the criteria listed were carefully considered.

Recruitment

Information concerning this Institute for purposes of recruitment was dispersed as follows:

1. The directors of all migrant education projects in the designated locations received brochures describing the Institute and all pertinent information necessary to aspirants.
2. Information was forwarded to all parent agencies.

SELECTION OF PARTICIPANTS

A seven (7) member selections committee read and evaluated the applications. The committee consisted of the following persons:

Mr. Henry Arredondo,	Deputy Director State Migrant Opportunity Program
Mr. Jose Burrell,	Assistant Dean of Students Arizona State University
Dr. John Edwards,	Associate Professor of Education Arizona State University
Mr. Lauro Garcia,	Director Guadalupe Organization
Mr. Louis Rodriquez,	School Principal, Faculty Associate Arizona State University
Dr. N. J. Silvaroli,	Director, Reading Education Associate Professor Arizona State University
Mr. Richard Zazueta,	Executive Director of the State Migrant Opportunity Program

SEX OF PARTICIPANTS

Women	53
Men	43

PARTICIPANTS STATUS

Teachers & Instructors	68
Field Coordinator	1
Aides	12
Superintendents	1
Asst. Superintendents	1
Principals & Asst. Principals	2
Directors	2
Organizers	2
Misc. Categories	6
Student	1
	96

PARTICIPANTS FROM

Arizona	23
California	18
Idaho	2
New Mexico	4
Oregon	7
Texas	22
Utah	4
Washington	7
Nevada	3
	90
Illinois (Visitors)	6

ETHNIC AND RACIAL BREAKDOWN

Mexican American	41
Spanish American	3
Negroes	7
Orientals	2
Whites	37
	90

MISCELLANEOUS DATA

Average Age of Participants	37
Average Years of Experience	11 mos. full time
Average years of Experience	1 1/2 yrs. part time
Hours per week	14 hrs.

POPULATION BREAKDOWN

Urban (Above 100,000)	17
Urban (25,000-100,000)	26
Urban (Less than 25,000)	27
Rural	26

TARGET POPULATION

Migrant	43
Non-English Speakers	29
Prisoners	1
Deaf	0
Appalachia	0
American-Indians	0
Inner-city	17
Other	1

EVALUATION

The following eleven key questions were used to evaluate the Institute after six and nine months duration of the follow up activities. A recapitulation of the key responses to the questions on the On-Site Follow Up Discussion is presented to assist the reader to evaluate the Institute activities.

Questions

1. Are you glad you attended the Institute?
   Of the 79 Institute participants visited and who attended the follow up Mini-Institute, 79 replied Yes to the above question.

   Eleven of the 90 participants were not visited due to conflicts in time scheduling, or were not actively engaged in ABE teaching on a regular basis.

How to read the tables.

The numbers at the top of the tables represent the total number of participants who responded or made a comment comparable to others in the Institute. The statements, phrases or words in the left hand column are those that the participants indicated to each question on the On-Site Follow Up Discussion Form. (See Appendix B)

The IOTA evaluation which follows was tabulated by a special committee of Institute participants. The numbers immediately following the key statements represent the total number of responses to that question or statement.

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2. What are the highlights or best features which you readily recall?

	1	2	3	4	5	6	7	8	9	10	11
All Areas	X										
High Degree of interest of those involved	X										
IOTA										X	
High Quality of Consultants										X	
Mixture of many races & cultures gained greater experience through sharing											X
Teaching Reading to Adults		X									
Field Trips were great								X			
Director	X										
Organization			X								
ESL											X
Group Discussions	X										
Human approach to learning							X				
Becoming aware of problems of migrants		X									
Useful ideas for the classroom				X							
Dedicated director and staff			X								
Visiting nearby classes				X							
Discussion sessions on how to handle problem situations				X							
Broader understanding of ABE potential				X							
Wide variety of lecturers						X					
Last week on machines was excellent		X									
Chance to preview so many films	X										
Family involvement in program		X									
Sharing experiences with others			X								
SWCEL information			X								
Sharing ideas with many experts						X					

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3. What changes or new directions have occured as a result of the Institute in your work?

	1	2	3	4	5	6	7	8	9	10	11	1
Criteria for evaluating teacher effectiveness			X									
Taught a GED				X								
Used more materials and equipment											X	
Better rapport - better understanding of students												
Better understanding of Blacks and Spanish-Americans		X										
Better teaching methods				X								
Able to acquire materials from addresses				X								
Boosted my confidence			X									
Awareness of migrant problems		X										
Changed schedule				X								
Excellent ideas							X					
Getting involved in ESL work						X						
More individualized attention						X						
Utilize more community resources					X							
Access to better materials (Syllabus)		X										
Introduced more activities				X								
Utilized newer techniques				X								
More emphasis on communication				X								
Used more AV materials		X										
Gives workshops and supervising in-service training			X									
ESL for pre-school		X										
More ESL for adults							X					
Curriculum re-write			X									
More conscious of lesson planning		X										

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4. What is the status of in-service training programs in your setting?

	1	2	3	6	13	16
More on ABE						X
2 weeks in related areas	X					
2 workshops				X		
1 day for county teachers	X					
3 meetings with community agencies as compared to 0 last yr.	X					
1 week workshop			X			
Not employed					X	
Planning in-service programs	X					
Assistant consultant in 2 state workshops	X					
Re-runs of previous ones	X					
National programs analysis			X			
Once a week meetings on orientation and curriculum			X			
Once a week meeting by Master Teachers	X					

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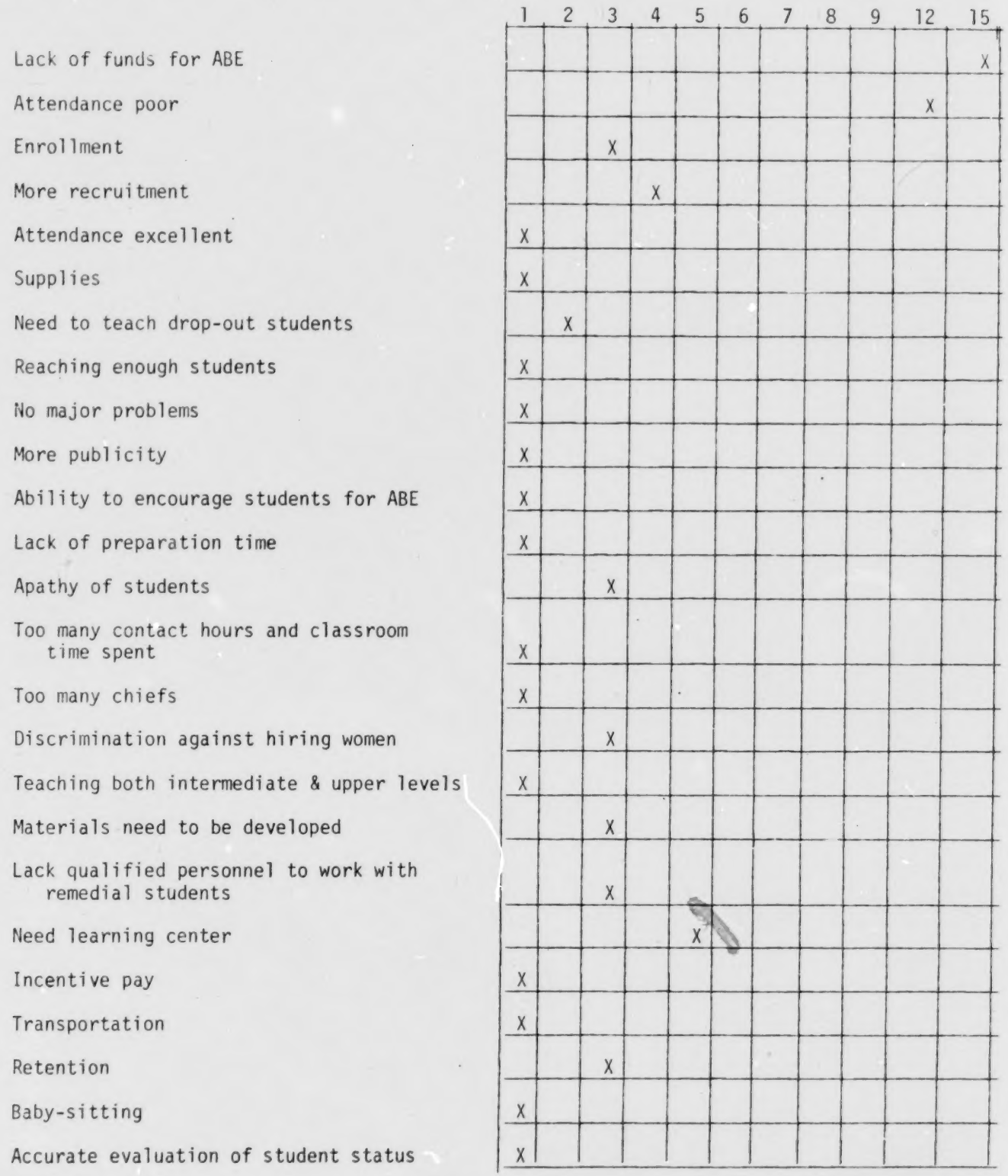
5. Are there evidences of increase in quality of your performance as a result of the Institute? Do you enjoy your owrk more?

	1	2	3	4	5	6	7	8	36
Yes									X
Increase in quality			X						
Know more about materials - use them more					X				
Can get my point across	X								
Enjoy work more - greater self confidence							X		
Better methods						X			
Better attitude toward teaching adults			X						
See a difference between adult students and elementary students	X								
Attendance increased				X					
Dropouts fewer								X	
More satisfied working with Mexican-Amer.	X								
Always enjoy my work					X				
More involved with students and subject		X							
Use syllabus daily	X								
Much more enjoyable		X							
Better student attendance because of better quality of performance			X						
Brought in many more resource people and related it to rest of curriculum						X			
Greater rapport with students					X				
Greater understanding of students						X			
Greater skill in individualized treatment			X						
Better ability in organization of materials			X						

6. What are the most critical problems facing you in your work?



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6. (Continued)

	1	2	3	4	5	6	7	8	9	12	15
Teaching techniques			X								
Too many administrative responsibilities	X										
Student finds it difficult to communicate with college teachers				X							
Setting up ESL program for a wide variety of nationalities			X								
Funds limited to provide expensive equipment							X				
Employment dependent on "politics"		X									
Need for special tutors						X					
Lack of enrichment materials									X		
Need more understanding of children by bi-lingual teachers		X									
Lack of real leadership among superiors		X									
Motivation						X					
Coordination of different levels with available materials					X						
Physical space shortage								X			
Curriculum for Mexican youth		X									
Understanding of minority problems					X						
Limited supply of books			X								

7. How can the Institute be improved in the future?

The majority of the comments included: no changes; localize needs; teachers present lessons as well as consultants; more information on Mexican-American and Negro culture; more emphasis on individualized instruction; more time and better organization of time.

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8. What are the most salient features of your program that relate to content of the Institute?

	1	2	3	4	5	6	11	13
Reading					X			
Simple Math	X							
Most of them relate	X							
Comprehension on higher level	X							
Teaching reading to adults		X						
Teaching ESL and sharing ESL w/other teachers								X
Evaluation by same forms used in Institute	X							
Preparing students for GED exams	X							
Discussion of learning problems	X							
Motivating students	X							
Understanding my students better						X		
Used lot of ideas & materials from Institute: current materials like income tax & newspapers silent film method camera method Cyclo-teacher lesson planning Cloze technique visual aids						X		
Working with minorities & their children		X						
Greater use of resources listed in syllabus				X				
Better understanding of techniques and philosophy of teaching adults			X					
Greater communication		X						
Better orientation			X					
More frequent evaluation or testing						X		
Better counseling techniques			X					
More ESL							X	
More cultural understanding						X		
Pre-school (not Head Start) for non English speaking	X							

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9. Of what importance do you see communications skills and/or reading skills in ABE programs?

	1	2	17	33
Of prime importance (utmost)				X
Vocation skills more valuable (brings money to the home)	X			
Needs more emphasis		X		
Of great importance			X	
Essential to expression	X			
A matter of survival	X			
The main needs of our students	X			
Foundation of education		X		

10. Describe your total program of activity, and how institutes like last summers can be of help.

	1	2	3	5	7	10	12
Pending Funds						X	
GED		X					
2 1/2 hours one night a week	X						
7th and 8th grade science teacher	X						
ABE 2 nights a week					X		
ESL						X	
6th grade	X						
Special education	X						
Reading Improvement Class		X					
Adult Learning Center		X					
Supervising Adult Education	X						
Transients and locals - 8th grade	X						
Reading				X			
English (Language Arts)							X
Math					X		
Social Studies					X		
Science					X		
Vocational Education Consumer's Education Typing Bookkeeping			X				
Art	X						
Physical Education	X						
Using AV aids for tutoring	X						
Listening Center	X						
Individualized Instruction		X					
Language Master	X						
Head Start and Migrant	X						
Intermediate group and improving English	X						

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11. How successful, in general, were we in realization for you of the five major objectives?

    a. to train teachers to become more effective in teaching reading to the disadvantaged adults?

	1	4	11	14	15
Needed more time in this area	X				
Excellent				X	
Very good			X		
Effective					X
Very effective		X			
Good		X			
No	X				
Not enough was covered in teaching reading	X				

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11. b. to train teachers to become more effective in teaching English as a second language?

	2	3	5	6	10	13	18
Successful			X				
Effective							X
Excellent				X			
Very Effective					X		
Good						X	
No	X						
Well covered	X						
Poor	X						
Did not pertain to us		X					

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11. c. to train teachers to utilize various strategies in motivating and retaining the adult learner?

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11. d. to train teachers to develop flexible criteria for the target population?

	1	3	5	10	11	14
Outstanding		X				
Very effective					X	
Quite rich	X					
Effective						X
Very good			X			
Too mixed	X					
Good				X		
No	X					
Too many groups	X					

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11. e. to conduct an Iota workshop on the evaluation of teaching effectiveness?

	1	2	4	7	8	9	11
Outstanding	X						
Excellent						X	
Very effective					X		
Very good				X			
Good			X				
Effective							X
No		X					
Worthwhile	X						
Met the objective very well	X						
Too rigidly structured		X					
Time could have been spent on a subject more relevant to our situation	X						

EVALUATION OF IOTA

(by a special committee of the Institute participants)

I. Factors about the workshop which impressed you the most:

1. The stress on objectivity and the emphasis on value judgments. (36)
2. Let the data do the work. (2)
3. Becoming aware of your own teaching through self-evaluation. (10)
4. The lack of confusion due to total organization. (42)
5. The audio-visual materials, made for better understanding. (3)
6. The opportunity through direct observation to put the materials into practice. (11)
7. The multi-cultured make-up and the cooperative atmosphere gave the conference depth. (4)
8. The good atmosphere created by the helpfulness, organization, professionalism, enthusiasm, and personality of the consultants. (44)

II. What are the major values of the IOTA type evaluation program?

1. Self-improvement (47)
2. Objectivity (35)
3. Curriculum Improvement (9)
4. Universal application (7)
5. Professional Growth (1)
6. Flexibility (1)

III. What are the best means of implementing the IOTA type evaluation program in your school district?

1. Input about IOTA must be given to various professional organizations.
2. Review with Board, Superintendent and other administrators.

IV. What major problems are to be anticipated in implementing the IOTA type evaluation program in your school district?

1. A negative attitude (fear) by some of the staff. (34)
2. Misinterpretation of IOTA by the evaluator. (4)
3. Organizing a workshop in the framework of the teacher work week. (7)
4. The cost of the workshop. (28)
5. Selling the idea to the district and teachers. (8)
6. Find a time to assemble ABE teachers for a workshop. (3)
7. May be used to support prejudices. (2)
8. Encouraging "Professionals" to examine a new technique in the area of teaching evaluation. (3)
9. Adjusting the scales to an ABE program. (1)
10. Creating a spirit of cooperation between teachers and administrators. (9)

V. List some "do's and don'ts" for the participants as follow-up:

1. Always be objective. (18)
2. Introduce fellow teachers to concepts of IOTA. (22)
3. Explain it "like it is." (7)
4. Encourage colleagues to attend workshops. (8)
5. Don't use IOTA for hiring and firing. (2)
6. Don't use scale without raw data. (5)
7. Don't make value judgments. (7)

VI. List suggestions for improving the workshop:

1. Allow more time for workshop and don't push too hard. (49)
2. Take time to better explain materials.
3. Do away with reports. (3)
4. Visit more schools to have opportunity to use instrument.
5. Allow participants to describe their individual programs for instructors to better understand the problems of the conference participants.
6. Have the groups that observe the same as the definition group so they understand each other before observing.

APPENDIX A

Samples of Correspondence

ARIZONA STATE
UNIVERSITY
COLLEGE OF EDUCATION
TEMPE, ARIZONA 85281

February 26, 1970

Dear

I am pleased to inform you that the U. S. Office of Education has approved for negotiation our proposal for a Teacher Training project in Adult Education under Section 309 (c) of the Adult Education Act of 1966, P. L. 89-750, as amended. The training project is an "Adult Basic Education Reading Institute" which, tentatively, will commence on June 8, 1970 and terminate on July 17, 1970, pending negotiations.

The proposal indicates that we will select 100 applicants who are teachers of adults and are located in the ten western states. The areas that will be emphasized during the institute are: (1) English as a Second Language, (2) Teaching Reading to Adults, (3) Motivation and Retention of the Adult Learner, (4) Curriculum Development and (5) Cultural Contributions of Minority Groups.

I sincerely hope that we will receive applicants from your state. During the next few weeks I will contact you and provide additional information.

Sincerely,

John L. Edwards

John L. Edwards, Ed. D.
Director, Adult Basic Education Reading Institute

JLE/mc

ARIZONA STATE
UNIVERSITY
COLLEGE OF EDUCATION
TEMPE, ARIZONA 85281

March 19, 1970

Dear

Arizona State University in cooperation with the State Migrant Opportunity Program, will be conducting an Adult Basic Education Reading Institute this summer primarily for teachers of migrants and other disadvantaged adults. Tentatively, our Institute will commence on June 8, 1970, and will terminate on July 17, 1970. The first week will be devoted to: Teaching English as a Second Language, Teaching Reading to Adults, Motivation and Retention of the Adult Learner, Curriculum Development, and Cultural Contributions of Minority Groups.

I solicit your participation in our Institute for 3-5 consecutive days. Our Institute will cover your travel and consultant fee of *$125.00 per day. Our procedure allows for lecture and demonstrations in the a.m. (9:00-12:00) and observation of Laboratory of Micro Teaching with supervision in the p. m. (optional). Your major responsibility will be in the a. m. during the lecture-demonstration.

Our objective is to conduct a well-planned saturated Institute by employing the best consultants available. I feel that you have the competencies to make our Institute a success in your area of expertise.

The Institute steering committee will screen all applicants for consultant work. Please enclose with your reply, a VITA of your professional background and the areas you prefer to participate in plus the days you will be available. (See enclosed Schedule)

Please reply by April 6, 1970.

Sincerely,

John L. Edwards

John L. Edwards, Ed.D.
Institute Director

*Pending University Approval

ARIZONA STATE
UNIVERSITY
COLLEGE OF EDUCATION
TEMPE, ARIZONA 85281

April 17, 1970

Dear

The Screening Committee of the Adult Basic Education Reading Institute regrets to inform you that you were not selected to participate in our Institute as a consultant this summer but we want to consider you as an alternate. Every potential consultant was considered an expert in his area, but the response was overhwelming in terms of consultants who desired consideration. A cutback in our original budget necessitated reducing the number of consultants in each area. This, coupled with conflicting schedules and reducing the number of weeks of our Institute, prompted our decision.

May I take this opportunity to thank you for supplying us with your vita and personal background. If we are fortunate enough to receive another Institute of this nature I will be most happy to consider you.

If our other consultants are not able to keep their commitments I would hope that I could consider you as an alternate.

Sincerely,

John L. Edwards

John L. Edwards, Ed.D.
Director
Adult Basic Education
Reading Institute

JLE/vb

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ARIZONA STATE UNIVERSITY
COLLEGE OF EDUCATION
TEMPE, ARIZONA 85281

April 13, 1970

TO: Applicants for the Teacher Training Institute at Arizona State University (Summer, 1970)

FROM: John L. Edwards, Ed.D.
Director

SUBJECT: Application forms for Institute

The Institute will be a five week Institute instead of six weeks. The Institute period runs from June 8, 1970 through July 10, 1970.

Due to delays in the negotiation of the Institute contract, it will be necessary for all applicants to complete the enclosed application form and return to me IMMEDIATELY for processing. Deadline May 11, 1970.

1. The U. S. Office of Education will develop and send out to all State Directors, Project Director, and other local educational agencies concerned, application forms for the Institute. These must be completed and returned to me and I will send them to the U. S. Office of Education. This entails completing two application forms.

2. The U. S. Office will develop brochures, and send these to the same programs, projects or agencies. These materials are not ready for distribution.

3. Room and board will be available for participants and dependents at Arizona State University at a reasonable rate. Applicants who are selected will receive complete information.

4. There will be no tuition fees for six (6) hours of credit -- graduate or undergraduate. Each participant will receive $75.00 per week and $15.00 per week per dependent.

5. We anticipate selecting 90 -100 participants.

6. The U. S. Office of Education will set quotas for participants from various states. This will be consumated the last few days in April.

ARIZONA STATE UNIVERSITY
TEMPE, ARIZONA

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ADULT BASIC EDUCATION
Reading Institute
Summer 1970

Return form to:
Dr. J. L. Edwards
Director

PARTICIPATION APPLICATION

NAME _____ Soc. Sec. No. _____

Office Address _____ Phone: _____

Home Address _____ Phone: _____

Date of Birth _____ Citizen of United States: Yes _____ No _____

Male _____ Female _____ Married _____ Single _____

Spouse's Name _____

Number of Children _____ Ages of Children ___/___/___/___/___/___/___/___/___

Degree(s) earned B.A. _____ M.A. _____ MS _____ Other _____ None _____

Graduate Courses (hrs) 0-5 _____ 6 hrs. _____ 7-12 hrs. _____ 13+ hrs. _____

For the credit hours given for the Institute, circle what best applies to you:

6 hours Undergraduate 6 hours Graduate No credit

List Colleges attended and Degree

Name	From	To	Degree

Give address of Transcript File: _____

Public School Teaching Experience: 1-3 _____ 4-6 _____ 7+ _____ Other _____

Migrant Teaching Experience: 1-3 _____ 4-6 _____ 7+ _____ Other _____

Adult Basic Education Experience: _____

List your Present and Past employment with Migrant Adult Education, ABE or other: _____

REQUIREMENTS:

1. A suitable letter, including reasons for recommendation, must be written by the Project Director and forwarded, under separate cover, to the Institute Director, arriving before the deadline, May 11, 1970.

2. The applicant if he is currently teaching, is to agree to return to his position for at least a period of six months. A signed statement to this effect must be mailed with the application. This does not apply to applicants who are preparing to teach.

DATE _____ SIGNATURE _____

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MEMO

TO: ABE Reading Institute Consultants

FROM: John L. Edwards, Ed. D. -- Director

SUBJECT: Points to consider and General Information

1. All consultants may develop their presentations (lecture-demonstrations) according to their own style as long as there is continuity in the key area.

2. Prepare a typical lesson plan or format that stresses your approach, technique, strategy or method. This should be simple enough that any teacher in ABE could follow. In some cases one page may suffice. If possible do not exceed five pages. Your approach or idea is to be published in an Institute syllabus with credit given to you. Try to submit your plan prior to your appointed time of arrival.

3. If you would like for our staff to arrange your lodging we will be delighted to do so. Care will be exercised to provide the best at a reasonable rate.

TO: All Adult Basic Education Consultants

FROM: Dr. John L. Edwards, Ed.D.
Institute Director

SUBJECT: Consultant Information

1. Please provide us with your Social Security No._____
Please fill in the space and return to us immediately.

2. All Adult Basic Education Institute Consultants are requested to travel according to government regulations-coach and tax exempt. Do not travel first class on commercial carriers. No taxes should be included with your fares.

3. Prepare a typical lesson plan or format that stresses your approach, technique, strategy or method. This should be simple enough that any teacher in ABE could follow. In some cases one page may suffice. If possible do not exceed five pages. Your approach or idea is to be published in an Institute syllabus with credit given to you. Try to submit your plan prior to your appointed time of arrival.

4. Respond to memo on arrangements for room and board, if you have not already done so.

5. Notify this office if unexpected events preclude your participation. Our phone number is AC602 965-3519.

ARIZONA STATE
UNIVERSITY
COLLEGE OF EDUCATION
TEMPE, ARIZONA 85281

MAY 20, 1970

TO: All ABE Institute Consultants

FROM: John L. Edwards, Ed.D.
Institute Director

SUBJECT: Consultant Information

All ABE Consultants are requested to complete the following information and return to the Project Director.

AV Materials Needed	YES	NO
Overhead Projector		
Tape Recorder		
Video Tape Recorder		
Video Tape Monitor		
Movie Projector		
Opaque Projector		
Slide Projector		
Other AV (Please list)		

Arrangements for room and board

Hotel _____ Motel _____ University Dormitory _____
Nites requested and dates_____
Rates you would like to pay $12- 15, $16 - 20, $20 and up
Which location Phoenix _____ Tempe _____

Anticipated arrival

Bus/Airlines	Date	Flight	Time

Anticipated Departure

Bus/Airlines	Date	Flight	Time

Please return to Institute Director as soon as you have this information available.

ARIZONA STATE UNIVERSITY
COLLEGE OF EDUCATION
TEMPE, ARIZONA 85281

BEST COPY AVAILABLE

Dear

We received your application for the Adult Basic Institute being held June 8, 1970 thru July 10, 1970.

We found that you neglected to complete all parts of the application. Please send us the information indicated below, in order to complete your application.

_____ A suitable letter, including reasons for recommendation, must be written by the Project Director and forwarded, under separate cover, to the Institute Director.

_____ A signed statement agreeing to return to your present position for at least a period of six months, if this applies to you.

_____ Address of Transcript File.

_____ Other.

As soon as we receive the information indicated above, your application will be ready for consideration.

Thank you.

Sincerely,

John L. Edwards

John L. Edwards, Ed. D.
Institute Director

JLE/mc

ARIZONA STATE
UNIVERSITY
COLLEGE OF EDUCATION
TEMPE, ARIZONA 85281

Dear

The Screening Committee of the Adult Basic Education Reading Institute regrets to inform you that you were not selected as a participant. The U. S. Office of Education set quotas for the nine western states and we tried to adhere to this as much as possible with some flexibility.

May I take this opportunity to thank you for applying for our Institute. If we are fortunate enough to receive another Institute of this nature I will be most happy to consider you.

Sincerely,

John L. Edwards

John L. Edwards, Ed. D.
Institute Director

JLE/mc

BEST COPY AVAILABLE

ARIZONA STATE UNIVERSITY
COLLEGE OF EDUCATION
TEMPE, ARIZONA 85281

Dear

The Screening Committee of the Adult Basic Education Reading Institute regrets to inform you that you were not selected as a participant, but we want to consider you as an alternate. If a participant is not able to keep his commitment, we will call you immediately. The U. S. Office of Education set quotas for the nine western states and we tried to adhere to this as much as possible with some flexibility.

May I take this opportunity to thank you for applying for our Institute. If we are fortunate enough to receive another Institute of this nature, I will be most happy to consider you.

Sincerely,

John L. Edwards

John L. Edwards, Ed. D.
Institute Director

JLE/mc

ARIZONA STATE
UNIVERSITY
COLLEGE OF EDUCATION
TEMPE, ARIZONA 85281

May

Dear

I am pleased to announce that the following names have been selected and they have accepted to attend out Adult Basic Education Reading Institute this summer from June 8, 1970 through July 10, 1970.

We, at Arizona State University, are pleased to have participants from your state in our Institute. Working with your office has been a real pleasure and if I can assist you in anyway please contact me.

Sincerely,

John L. Edwards

John L. Edwards
Institute Director

Enclosure

JLE/mc

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ARIZONA STATE
UNIVERSITY
COLLEGE OF EDUCATION

TEMPE, ARIZONA 85281

Dear

I am delighted that you have taken an interest in our Adult Basic Education Institute being conducted from June 8 through July 10, 1970 at Arizona State University.

Apparently, information about our Institute came to you late. Durè to the time factor, we can not consider any more applicants at this time. We have selected the 90 participants and alternates for the Institute.

For your information and interest, I am enclosing a flyer explaining our Institute. We regret the communication gap and hope that it hasn't inconvenienced you in any way.

Sincerely,

John L. Edwards
Institute Director

Encl.

JLE?MC

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ARIZONA STATE
UNIVERSITY
COLLEGE OF EDUCATION

TEMPE, ARIZONA 85281

Dear

Acting upon the recommendation of the Screening Committee, we are pleased to inform you that you have been selected as one of the 90 participants for the Adult Basic Education Reading Institute to be held at Arizona State University from June 8 thru July 10, 1970.

You will have until May 28, 1970 to declare your intentions. However, we would appreciate hearing from you as soon as possible. In order to hold your place you must reply by letter or phone call to my secretary, otherwise your place will be given to an alternate from your area.

Enclosed is information on local housing and food arrangement. Please complete all necessary information and return to the appropriate office immediately.

Registration materials will be distributed the first week of class for those who desire university credit. Additional forms for the U. S. Office of Education will be distributed and completed upon your arrival.

The IOTA workshop classes begin at 9:00 a.m. on Monday, June 8, 1970. A briefing and general session will commence at 8:30 a.m. sharp.

May I suggest that you arrive on the University campus Sunday, June 7, 1970. A brief social hour will be held in the I. D. Payne Hall's Instructional Resources Center, Sunday, June 7, 1970 from 6:00 to 7:00 p.m.

We are looking forward to your participation in this Institute.

Sincerely,

John L. Edwards

John L. Edwards, Ed. D.
Institute Director

INFORMATION

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TO: All participants of the Adult Basic Education Institute

FROM: Dr. John L. Edwards, Institute Director

RE: Instructions

1. Please report to I. D. Payne Hall's Instructional Resources Center (this room is the same one that the social hour was held) at 8:40 a. m. sharp. Monday, June 8,1970.

2. The first week of the Institute June 8 through June 12, we are conducting an ICTA (Instrument for the Observation of Teaching Activities). The ICTA staff will give you an additional packet and name tag on Monday, June 8, therefore, you will need no addit onal material except for the packet you received Sunday night.

3. Please DO NOT USE THE NAME TAG ATTACHED TO THE PACKET UNTIL the 2nd WEEK of the Institute. The ICTA staff will issue name tags for the ICTA Workshop.

4. In your packet, there is a new application for the A. B. E. Institute that is to be filled out accurately and returned to the Institute secretary in Room M112 of the I. D. Payne Hall, Reading Center, by 5:00 p. m. Monday, June 8, 1970. This application will go directly to Washington, D. C.

5. In order to receive your dependency allowance and travel expenses, please fill out the Application for ____ form which is the packet. It must be returned by 5:00 p. m. Monday, June 8, 1970 to Payne Hall, room M112, the Reading Center.

6. Other Material:

   a. The Participants Weekly Log form in the packet is to be filled out by Friday of each week of the Institute and given to the group supervisor.
   b. The Consultant's Evaluation form in the packet is to be filled out after each consultant's final lecture-demonstration and given to your group supervisor.
   c. Your packet contains among other things a map of the university, an information pamphlet on Adult Basic Education from Southwestern Cooperative Educational Laboratory, and an information sheet on Micro-Teaching.

7. If you desire further information please feel free to call:

   Dr. John L. Edwards 965-5519
   Institute Director 965-[illegible]
   965-3474

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ADULT BASIC EDUCATION
Reading Institute
Summer 1970

ARIZONA STATE UNIVERSITY
TEMPE, ARIZONA

PARTICIPATION APPLICATION

Return to:
Dr. John L. Edwards
Director

1. NAME _____ _____ 2. Soc. Sec. No. _____
Last First Middle

3. Permanent Address _____ _____
Number Street City State Zip

4. Telephone(AC) _____ 5. Age _____ 6. Male__ Female__ 7. Marital Status _____

8. Dependents _____ (as claimed for income tax purposes) Ages of Children / / / / / / / / / 9. U. S. Citizen____

10. Are you now employed in any role in the Adult Basic Education Program under the Adult Education Act of 1966? yes____ no____

11. Any other program offering basic education to adults (such as OEO, MDTA, etc.)?

_____

11. Length of Adult Basic Education Experience (Circle One)

Full Time
a. Years_____ Months_____

Part Time
a. Years_____ Months_____

PRESENT EMPLOYMENT

12. Position Title _____ 13. Hours per week in ABE _____

14. Dates of Employment _____ _____
Month Year to Month Year

15. Name and Address of Employer: _____ _____
Name Address

16. Major Duties: Indicate the two most important duties by marking them 1 & 2 in Parenthesis:

a. teach basic education	( )	f. teach reading	( )
b. teacher training	( )	g. administration	( )
c. curriculum development	( )	h. counseling	( )
d. para professional training	( )	i. educational television	( )
e. English as a Second Language teach.	( )	j. higher education teacher train.	( )

17. Type of area where you serve (circle One):
a. Urban (above 100,000)
b. Urban (25,000 - 100,000)
c. Urban (less than 25,000)
d. Rural

18. Target population you serve (Check appropriate one)

a. migrants	( )	e. Appalachia	( )
b. non-English speakers	( )	f. American-Indians	( )
c. deaf	( )	g. inner-city	( )
d. prisoners	( )		

19. Do you speak any foreign language (Include American Indian dialects). If Yes, specify language or languages: _____

20. Highest level of formal education attained:

Major fields:

21. Previous Adult Basic Education Institutes attended:

Location

Dates

22. I attest that the above information is true and accurate to the best of my knowledge:

Signature of Applicant

Month Day Year
DATE

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APPLICATION FOR A STIPEND

Individuals who attend the Institute here at Arizona State University, are eligible in most cases to receive stipends, plus dependency allowances, for the period of attendance.

Please complete this form and return it to the Institute Director.

NAME: _____
FIRST MIDDLE INITIAL LAST

PERMANENT OR HOME ADDRESS: _____
Number Street City State

DEPENDENCY ALLOWANCES

INSTRUCTIONS: For the Purposes of dependency allowances, a "dependent" means an individual who receives more than one-half of his or her support from the participant for the calendar year in which the school year begins, and who is (a) the spouse of the participant, or (b) one who could be claimed by the participant as a dependent for Federal income tax purposes.

EXCEPTIONS: You may NOT claim an allowance for any person who is either receiving funds, or who is claimed as a dependent of another person who is receiving funds, from this or any other program of Federal educational assistance, unless such funds are received as a loan or in connection with a program of work-study.

OBLIGATION TO REPORT CHANGES IN DEPENDENCY ALLOWANCES: Any change which occurs (prior to completion of the training project) in the number of dependency allowances which you are claiming in this application, must be reported to the Program Director for an appropriate adjustment.

CERTIFICATION OF CLAIM

IN ACCORDANCE WITH THE FOREGOING INSTRUCTIONS (Check the one which applies)

I claim NO dependents

I claim the Following dependents:

Name of Dependent	Age	Relationship	Name of Dependent	Age	Relationship
1.			5.		
2.			6.		
3.			7.		
4.			8.		

I certify, under penalty of law, that I have claimed dependency allowances in accordance with the instruction on this form, that the information provided by me is true and complete to the best of my knowledge and belief, and that I understand my obligation to report any change in the number of dependency allowances claimed herein. Signature: _____ Date: _____

APPROVED: _____

Signature of Program Director: _____ Date: _____

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ARIZONA STATE
UNIVERSITY
COLLEGE OF EDUCATION

TEMPE, ARIZONA 85281

Dear

Your project has agreed to assist Arizona State University in the Adult Basic Education Institute this summer, primarily June 11 and 12 and for this we are most appreciative. In order to provide the appropriate setting and to communicate more effectively, we request that you attend a very important meeting on Tuesday, May 26, 1970, at 3:30 p. m., in the conference room of the Bureau of Research and Services, Room B7 of the I. D. Payne Building, Arizona State University. If you are not able to attend, please have a capable representative present. Our objective is to make our Institute have its impact on and for the disadvantaged.

Sincerely,

John L. Edwards

John L. Edwards, Ed. D.
Institute Director

cc: Dr. Howard Demeke

Inclosure: 1

JLE/mc

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ARIZONA STATE
UNIVERSITY
COLLEGE OF EDUCATION
TEMPE, ARIZONA 85281

TO: _____ ABE Institute Participant

FROM: John L. Edwards, Director

SUBJECT: ABE Institute follow up visitation

A member of our ABE Summer Reading Institute staff, 1970, will visit your program to discuss with you, your students, and Project Director, the status of the same. This visit is in compliance with our original proposal as a phase of our follow up activities. We would appreciate your assistance in visiting your program by you having someone to direct us to your program location upon arrival. We hope that this visitation will not inconvenience you in anyway, but serve as guidance for our future endeavors.

Visiting Institute Staff Member:

Visit Date:

Time:

Tenative Arrival Time:

Flight #: Carrier:

cc: State Director ABE

TO: ABE Participants

FROM: John L. Edwards, Director

SUBJECT: Follow up 1 day Institute Workshop
ASU (April 17, 1971)

We are pleased that you plan to attend our 1 day follow up workshop at Arizona State University, April 17, 1971. Two areas will be covered by consultants.

ESL - Dona Ilyin - San Francisco, Alemany Adult School

Reading - Dr. Donald Brown - University of Northern Colorado

PROGRAM

8:30 - 9:00	Registration
9:00 - 10:15	Instruction ESL and Reading
10:15 - 10:30	Break
10:30 - 12:00	Instruction ESL and Reading
12:00 - 1:15	Lunch (Dutch)
1:15 - 2:30	Optional - Review Video Tapes from ABE Summer Institute in areas of interest.

The participants will have the option to attend the presentation of his choice.

If you need arrangements for lodging or transportation complete the following and return immediately:

Flight#_____ Arrive _____ Depart _____

Day _____ Date _____

Lodging _____ Price Range _____

Other (explain)

_____
Signature

APPENDIX B

Institute Data

Reaction Inventory

Participants Weekly Log Sheet

Consultants Evaluation Sheet

On-Site Follow Up Discussion

REACTION INVENTORY

OF

PARTICIPANTS IN ADULT BASIC EDUCATION SUMMER READING INSTITUTE

HELD AT
Arizona State University, June 8 - July 10, 1970

Name _____ Address _____

Present Assignment (occupation) _____ Phone Number _____

1. What changes in your work have occurred as a result of the Institute?

_____

_____

2. Have you conducted any in-service training programs in your locale?
If your answer is no, when do you plan to conduct an in-service training program? _____

_____

3. What were the most useful aspects gained from the Institute? Describe.

_____

4. What were the least useful aspects gained from the Institute? Describe.

_____

5. Can you pinpoint any increase in quality of your performance as a result of the Institute? Describe. _____

_____

6. What changes or improvements would you recommend for next year's Institute?

_____

7. When would you prefer an on-site visit to your area from a member of the Institute team? late October_____; early November_____; late November_____; early December_____; early January_____; late January_____; sometime in the February-May period_____.

8. Indicate below your ABE or MOP teaching hours and days:

8-12 A.M._____; 1-6 P.M._____; 7-10 P.M._____.

M T W Th F other _____.

(use back of sheet if more space is needed on any question)

Adult Basic Education Institute

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Participants Weekly Log

Name _____ Week No. _____ Date _____

Title of Key Area _____

	Superior	Excellent	Good	Fair	Poor
Instruction	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐

Brief Comments _____

Demonstrations 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

Brief Comments _____

Field Experience 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

Brief Comments _____

Small Group Seminars 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

Brief Comments _____

Micro Teaching 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

Brief Comments _____

Adult Basic Education Institute

Participants Weekly Log--page 2

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	Superior	Excellent	Good	Fair	Poor
Media A-V	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐

Brief Comments _____

_____

Syllabus Preparation	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐

Brief Comments _____

_____

Other _____	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐

Brief Comments _____

_____

Adult Basic Education Institute

Consultants Evaluation

Name _____ Date _____

Section _____ Room _____ Instructor _____

Project _____ Meeting time _____

Area presented by _____

Topic or subject _____

In the items below check the word(s) that tell how you feel about each statement.

1. How would you rate this institute area?

Superior	Excellent	Good	Fair	Poor
5 ☐	4 ☐	3 ☐	2 ☐	1 ☐

2. The meeting time for this institute program was:

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐

3. My attendance at this meeting was:

Essential	Important	Not so important	A waste of time
☐	☐	☐	☐

4. Do you feel this institute area will help you increase your personal effectiveness in working with migrant adults?

Yes	No
☐	☐

Adult Basic Education Institute

Consultants Evaluation--page 2

5. In the future institute programs:

a. What should be emphasized more?_____

_____

_____

b. What should be eliminated from the institute?

_____

_____

c. Additional comments:_____

_____

_____

_____

_____

_____

Adult Basic Education - Arizona State University

On-Site Follow Up Discussion

Now that you have had a little time since the Reaction Inventory came your way, we should like to see how you feel about some things at present:

1. Are you glad you attended the Institute?

2. What are the highlights or best features which you readily recall?

3. What changes or new directions have occurred as a result of the Institute in your work?

4. What is the status of in-service training programs in your setting?

5. Are there evidences of increase in quality of your performance as a result of the Institute? Do you enjoy your work more?

6. What are the most critical problems facing you in your work?

7. How can the institutes be improved in the future?

8. What are the most salient features of your program that relate to content of the Institute?

9. Of what importance do you see communications skills and/or reading skills in ABE programs?

10. Describe your total program of activity, and how institutes like last summers can be of help.

11. How successful, in general, were we in realization for you of the five major objectives?

e.g.--

a. to train teachers to become more effective in teaching reading to the disadvantaged adults

b. to train teachers to become more effective in teaching English as a second language

c. to train teachers to utilize various strategies in motivating and retaining the adult learner

d. to train teachers to develop flexible criteria for the target population

e. to conduct an Iota workshop on the evaluation of teaching effectiveness

APPENDIX C

News Releases

AIM OF FAR-REACHING ASU PROGRAM

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Helping Disadvantaged Seen As Key To Nation's Salvation

By JOHN H. VESEY

Reaching disadvantaged may be "America's only salvation," an Arizona State University associate professor of education told The Phoenix Gazette.

And "a first of its kind" program aimed at rescuing the disadvantaged is under way at Arizona State University.

AMERICA, THE richest country in the world, must learn to get along with the rest of the world, said Dr. John L. Edwards, who is also director of a five-week crash program at ASU aimed at upgrading Adult Basic Education.

Touching the lives of the disadvantaged (many of them migrant workers) may just be the spark America needs to expand it to include the entire world. "Working with the disadvantaged makes us become more aware of our neighbors," he said yesterday at the opening o fthe ABE Institute.

But before the educationally, financially and emotionally deprived people of America can be helped, the advantaged "have to be educated to the plight of the disadvantaged," Edwards said.

IT CAN BE done, he added. "Any country that can send men to the moon can overcome everything it wants to. The government just hasn't provided us enough avenues yet."

The government and educators are offering just such a program at ASU. It may initially reach 96 participants, representing nine western states, Arizona, California, Nevada, Oregon, New Mexico, Texas, Washington, Idaho and Utah). A constant evaluation for the next 12 months will insure it filters down to the hundreds of thousands of disadvantaged adults in those states.

THE $110,000 program at ASU is only one of 20 federally funded this year. Edwards said $1.9 million was funded for all 20 projects. Some of it comes from the U.S. Department of Health, Education and Welfare's ABE section, the rest from the Office of Economic Opportunity's migrant division.

Each of the 96 participants will be getting $75 a week, plus $15 a week for each dependent, Edwards said.

Consultants for the institute are arriving from Maryland, Missouri, Colorado, New Mexico, California and Arizona.

Edwards, a product of Muncie, Ind., considers the $110,000 an investmsnt in the future, even though taxpayers get "uptight" over such "waste of money." As he sees it, "we have two choices. Turn the tide now and help the disadvantaged, or wait three more years and spend 10 times as much."

IT IS estimated conservatively that 250,000 migrant workers march through Arizona each year, but Edwards

DR. JOHN L. EDWARDS

said there isn't an accurate way of measuring the total number of migrant workers in the Southwest.

They make up a large part of the "disadvantaged Americans," whom Edwards defines as "those who don't qualify for the poverty leve and are left hanging there."

Handouts wouldn't fill their needs anyway, he added. "They have too much pride. They want to help themselves."

HE ADVISED America to "stop giving sympathy and start giving empathy."

Richard Zazueta, Migrant Opportunities Program director, who was in Edwards' office during the interview, nodded his agreement.

"They should have an opportunity to live in dignity," Zazueta asserted.

Edwards said the 3 Rs must be taught but so must two more — Respect and Responsibility. Both must be shown to the disadvantaged.

To truly reach the disadvantaged, Edwards said the caliber of instructors coming out of today's colleges must be upgraded. He conceded that instructors are well qualified to teach white middle-class America. But they are poorly prepared to cope with the multiplicity of problems facing the country's minorities.

EDWARDS IS hopeful that after the 96 participants complete the five 40-hour weeks of the institute, there will be a greater understanding of the Mexican-American and Negro.

The five weeks will be divided in the following manner: first week, a teacher evaluation program; second wook, English as a second language; third week, teaching reading to adults; fourth week, tailoring the durriculum to various target - area populations; and finally, motivation, retention and cultural contributions of the minorities.

ZAZUETA AND Edwards agreed that much has and is being done for the disadvantaged youth. Much more has to be done for the disadvantaged adult.

"Until we can reach the adults, we won't have much of an impact," said Edwards. "We are dealing with a person who is considered the least common denominator in humanity."

"Their aspirations have been blunted," Zazueta added.

If today's teachers can become sensitive towards the needs and feelings of the disadvantaged, the category might be eliminated entirely, they agreed.

READING, ENGLISH SKILLS

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ASU Institute To Focus On Education Of Migrants

Special to the Gazette

TEMPE — A high-powered institute will begin Monday at Arizona State University to train teachers improved way of teaching reading and English to migrant workers.

minorities — including Negro, Mexican, Oriental and — will serve as or consultants for tute, according t Edwards, director gram.

"An effort must b to assist these people of society

program; cond lan- ading to curricu- area po- tion, re- ontribu-

Program seeks end to Chicano language barrier

For many migrant Chicano English is a second is language bar- into low- said

titute, pants area es,"

TO AID MIGRANT, DISADVANTAGED ADULTS

5-Week Teachers' Institute At ASU This Summer

Special to The Gazette

TEMPE — The most ambitious teachers' institute ever undertaken by the nation's fourth largest college of education will be conducted this summer by Arizona State University to train instructors who will "give hope and aspirations to the forgotten man — the migrant and disadvantaged adult."

With the U S

ed from nine western states — Arizona, California, Idaho, Nevada, New Mexico, Oregon, Texas, Utah and Washington.

"Because there is a stable population of disadvantaged adults and a large numb migrants moving th zona," decla "there

still migratory, ar must be exerted these people into stream of societ ing them with as a bargainir the doors to e

ASU plans institute

TEMPE—A five-week insti- tute for teachers of migrant a and disadvantaged adults will be held at Arizona State Uni- versity from June 8 to July

Primary gram 10. eco

ASU officials said a $110. 000 from the U.S. Office of Education will make possible this instruction for about 90 di- adult basic education instruc- tors. The institute was devel- oped in cooperation with the Arizona Migrant Opportunity Program.

John L. Edwards, associate professor of education, is di- rector of the project. Partici- pants will be selected from nine western states to an- teaching and natio ganizations, Arredondo said

part of

ended associ- ation at several a staff pro- ıment in- id numer- presently of poverty , and state

ASSISTANT director will be Dr. G. D. McGrath, professor education and formerly ean of the College of Educa- ion at ASU. The administra- ive assistant for the project s Richard Zazueta, an ASU graduate now completing doc- toral degree requirements.

Arizona State University was selected for the institute because it is "centrally located the three mainstreams migrants" and because it "near the heart of the ma- metropolitan areas in ma County where many isadvantaged adults ards said.

s from many iversities will proggam. They David Ballesteros, Md.; Dr. Patricia University of South- ornia, Dr. Manuel ASU; Dr. William USC, Dr. Anthony versity of Missouri as City; Allen Apodo- ca, poverty program in Wash- ington state; Dr. Nathan Painter, Mesa Community College and Junius Bowman, Phoenix Urban League.

Also included are Abel Amaya, of Packard Bell Man- power; Manuel Andrade, Denver, Colo.; Donna Illyin, San Francisco; Frank Galas, Phoenix; Dr. James Olivero, Southwest Cooperative Educational Labs (SWCEL), and Dr. Lester Perril, ASU.

Education College to conduct institute

The College of Education, under a $110,000 federal g will conduct a five week institute for 90 adult basic ed instructors, who teach migrant and disadvantaged

The primary objective of the institute is structors to teach reading skills to disadvan

Also, they will concentrate on methods of as a second language and methods of mo students

The program will be a cooperative effo Migrant Opportunity Program and the Arizona Opportunity Program. It is being funded by the U. S. Of Education.

DR. J sociate P tion, has rector of t pants of whom will be select-

APPENDIX D

Institute Certificate

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College of Education
Arizona State University
Tempe, Arizona

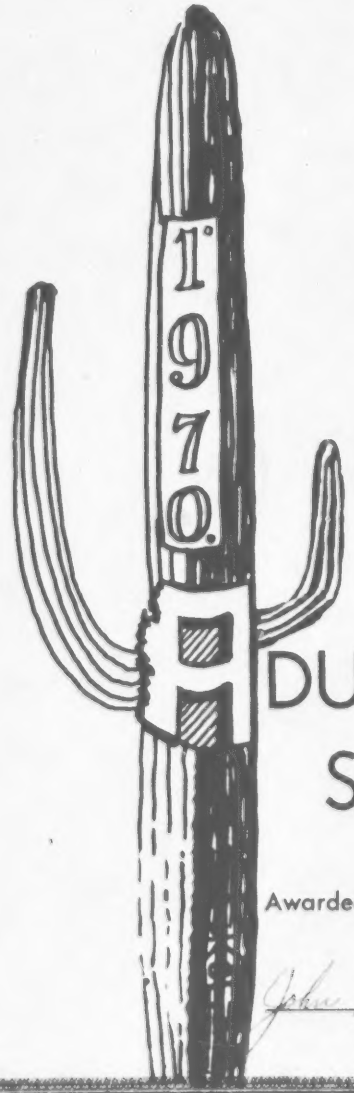
Certificate of Attendance

Awarded to

For Attending and Successfully Completing

THE 1970

ADULT BASIC EDUCATION SUMMER READING INSTITUTE



Awarded:

John [illegible] Edwards
Director

Asst. Director

Administrative Asst.